Frederick County Public Schools

Course Syllabus

Writing in the Elementary Classroom – MSDE #09-10-11R

**Instructor Information**

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**Course Information**

Credits: 1 (MSDE) Meeting Time(s): 4:30 – 7:30 p.m.

Location: Tuscarora Elementary Media Center Meeting Dates: 6/4; 6/11; 6/18; 6/25;

**\*7/2 is an online, at-home session**

**Course Description**

This course is designed to provide teachers with effective strategies that promote positive, pro-

**Core Learning Outcomes**

By the completion of the course students will:

* Identify, disseminate and utilize literature in meaningful ways to promote, develop and refine the written communication practices of their students
* Effectively analyze writing skills of a diverse range of learners, diagnosis strengths and areas of need, and prescribe appropriate “next steps”
* Utilize literature as a vehicle to meaningfully integrate content and promote writing across

curricular domains

* Collaboratively develop a resource list of quality literature that can be used to teach to the three purposes for writing: opinion/argument, narrative and informative
* Successfully plan an integrated writing lesson that is differentiated to meet the needs of a diverse range of learners

**Instructional Methods**

* Cooperative learning structures, group discussion, application of research-based strategies

**Evaluation Methods**

* Self-reflections, peer review, discussion, performance assessment

**Attendance Policy**

Students are expected to attend each class. If you must miss class, please inform the instructor in advance. It is the responsibility of the student to make up class assignments and arrange for a classmate to pick up handouts and class materials to turn in assignments that are due. All projects and assignments are expected to be turned in on time.

**Attendance Guidelines For MSDE Credit Courses**

According to MSDE POLICY 13A.12.01.05(6)(a), “MSDE in-service credit must be based on clock hours of participation. Fifteen clock hours of participation equals one in-service credit.” Based on policy, the following attendance guidelines are to be followed when MSDE credit is granted:

1. Each participant is expected to attend every class. However, participant is allowed one excused absence with approval of instructor. Any exceptions will be handled on an individual basis. Make up assignments(s) will be given by instructor for any missed class session.
2. If a participant misses two class session, he/she must contact Linda Civetti (301.644.5135)

for approval to continue with the course. Failure to receive such approval will result in no

MSDE credit earned. If more than two sessions are missed, no MSDE credit will be awarded,

and the participant must drop the course. The $30.00 registration fee is non-refundable.

1. Each participant is expected to arrive on time and stay for the duration of the class. Any

exceptions will be handled on an individual basis.

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**Text referenced:**

Mentor Texts: Teaching Writing Through Children’s Literature, K – 6 by Lynne R. Dorfman, and Rose Cappelli

Nonfiction Mentor Texts: Teaching Informational Writing Through Children’s Literature, K-8 by Lynne R. Dorman and Rose Cappelli

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| --- | --- | --- |
| Date of Session | Course Topic | Assignments |
| 6/4 | **Using Mentor Texts to Teach Writing**   * Selecting quality literature – creating a purposeful teaching library that promotes quality writing * Matching quality texts with target skills through exploration of the author’s craft * Using anchor lessons to hit the “target” and motivate learners * Organization and scaffolding | Self-Assessment  Teach an anchor lesson discussed in class and **bring writing samples to next class to be used for analysis, diagnosis and prescription in Session Two.**  **Wiki Blog:** Reflect on what you found most interesting/helpful in session one. What is something you are still wondering? |
| 6/11 | **Analysis, Diagnosis and Prescription**   * Analyze writing samples from a wide range of learners and considerations * Identify strengths and “next steps” * Conferencing to strengthen writers’ confidence and competence * Differentiation based on evidence | **Wiki Blog:** Reflection…..Based on the discussion about analysis, diagnosis and prescription, reflect upon your current practice . Are there changes or modifications you might make? What might that look like in regard to your approach to writing instruction? |
| 6/18 | **Using Mentor Texts to Address Writing Purposes of the Common Core**   * Identify texts that support/enhance instruction of informative, narrative and opinion/argument writing purposes * Using technology to motivate students to respond critically to texts and address writing purposes * Frameworks and scaffolds * Rubric-based assessment | \***Bring grade level curriculum to next class**  **Wiki Blog:** How are you feeling about incorporating technology into writing instruction through techniques such as reader response? |
| 6/25 | **Integration and the Common Core**   * Writing in the content areas - a transdisciplinary approach to developing quality written communication * Use curricular documents across   content areas to create powerful writing opportunities | Select a topic/concept addressed in a content area of your choice. Research possible literature selections that would enhance the teaching of that topic, and would lend itself to a quality writing lesson as well. This will become the foundation for your final assignment. **Blog** your findings/ideas – respond to at least one idea from someone else. |
| 7/2 | **Pulling it All Together**   * Create a transdisciplinary writing lesson that combines and addresses at least one indicator from a content area of your choice and at least one writing indicator. Be sure to identify the writing purpose: narrative, informative, or opinion/argument. Lesson must be differentiated to meet the needs of a range of learners. Assignment must include all materials to be used – organizers, paper, rubrics, etc.   Email Group: bev.lawson@fcps.org,   |  | | --- | | kelli.stewart@fcps.org | | meghan.rudisill@fcps.org | | kimberlee.lett@fcps.org | | julie.swope@fcps.org | | andreae.smith@fcps.org | | heather.kafele@fcps.org | | jennifer.siderius@fcps.org | | jamie.yingling@fcps.org | | lisa.a.lawrence@fcps.org | | wendy.hickman@fcps.org | | Submit a **brief** summary to wiki site by 11:59 p.m. of what you felt was the most important gain you made from this assignment and **email** your lesson to group  \*The goal for this exercise is to demonstrate your understanding of incorporating literature to propel learners forward as writers AND to provide you with a resource next year as you incorporate this approach into your practice. To achieve this, all lessons will be shared with class participates.  Please complete online course survey.  Thank you! |